

## Term 2 - Professional Development Day (Monday 29<sup>th</sup> April)

Time	Activity	Groupings	Leader
8.30-8.45am	<b>Prayer &amp; Welcome</b>	All staff	Loretto
8.45-9.45am	<b>St Scholastica's Teaching and Learning Framework</b> <i>Theoretical basis for SSTLF</i> <i>Digital natives</i> <i>Differentiation refresher</i> Revise tiered programming Blooms Digital Taxonomy SAMR model of task redesign	All teaching staff	Adrian
9.45-10am	<b>ICT showcase</b> Overview of CEO Sydney showcase	All teaching staff	Michaela
10am-10.45	<b>Sharing current practice</b>  Staff move to rooms for introduction to various ICT-based teaching and learning ideas <b>Session 1:</b> 10.00-10.15 <b>Session 2:</b> 10.15-10.30 (repeat of S1) ** Times flexible for Q&A and movement <b>STAFF NEED LAPTOPS/DEVICE</b>	Teaching staff in small groups – based on choices	<b>Marisa</b> – IWBs <b>Adrian</b> – Google Apps <b>Vicki</b> – Edmodo <b>Rosemary</b> – flipped <b>Liz</b> – Wikis <b>Matt E</b> – Diigo
10.45-11.15	<b>MORNING TEA</b> Staff make choices about sessions during break		
11.15-11.45am	<b>Transitioning from the traditional</b>  Presentation of tools/ideas not covered by workshops that may be of interest to staff when redesigning tasks/lessons (15 mins)  <b>Learning @ Schols wiki</b> – Traditional teaching ideas to digitally supported tasks (Pedagogy + ICT + Differentiation = 15 mins)	All teaching staff	Matt E
11.45am-12.20pm	<b>Sequence redesign scaffold</b> Demonstration of how KLAs might update a lesson sequence		Matt E/ Adrian
12.20pm-1pm	<b>KLA-based redesign</b> Staff work in KLAs/tables to apply scaffold to a lesson sequence  <b>STAFF NEED LAPTOPS/DEVICE</b>		Adrian
1.00-1.45pm	<b>LUNCH</b>		
1.45-3.15pm	<b>KLA preparation time</b>  KLA teams work to identify assessment tasks, programs or lessons that can be updated with ideas shown during the day & add to programs. (KLA Coordinators can use time for first meeting of term or internal PD too) <b>STAFF NEED LAPTOPS/DEVICE</b>	All teaching staff – in KLA teams	KLA Coordinators